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and Solutions to the Foregoing, Mathematical Recreations, Short Methods, Quotations on Mathematics, Mensuration, Miscellaneous Helps, and Tables.

Among the problems are a number of interesting old historical problems and puzzles. The chapter on mathematical recreations contains a valuable collection of recreations that may be used in the school, and contains an interesting account of the "fourth dimension" easily intelligible to pupils. The chapter on short methods should be of great value to teachers.

FRANCIS W. PARKER SCHOOL
CHICAGO, ILL.

JAMES F. MILLIS

Plant Life and Plant Uses. By J. G. COULTER.

Plant Life and Plant Uses is a book designed to give the boys and girls of secondary schools a knowledge of the ways plants live and their relation to man.

The language is very simple and close to that of the average high-school boy or girl. The author has eliminated all the technique possible in a book of this type. Because of this fact the book has been criticized as not being scientific enough to be used as a text in a science course. The facts, however, are clearly stated and are comprehensible to the youngest beginner.

The organization consists of a general discussion of the parts of the higher plants and the uses of each, followed by a more elaborated study in the succeeding chapters. The last two chapters are given over to the evolutionary sequence of plant life. The author stays close to his organization. No special treatment is given to the more economic phases of the subject. These topics are briefly discussed along with the subjects to which they are most closely related. There is such a demand in our high schools for a practical knowledge of botany, that I believe the author would have been justified in giving a more intense treatment of this feature.

The facts presented in the book are up to date and well chosen. For a class whose purpose is to learn of the activities and relations of plants, this is a very commendable text. Many teachers who must depend upon the text for the organization of their subject should be able to give a creditable course with this book.

BLOOMINGTON, IND.

C. E. MONTGOMERY

A Source Book of English History for the Use of Schools. Edited by ARTHUR D. INNES. Vol. I, 597-1603 A.D. Cambridge University Press, 1912.

This attempt by an English scholar to solve the problem of suitable source material for the use of secondary schools entails no substantial duplication of the work of American collectors. Of its 97 selections only some 17 appear in

even as complete a collection as Cheyney's *Readings*. The sources utilized are mainly chronicles and memoirs, and consequently almost wholly narrative. In fact a short selection from the dooms of Alfred gives the sole approach to anything of a constitutional or technical nature. The selections seem almost elementary as compared with the American collections, and are evidently designed rather for the purpose of awakening a love for the reading of the sources than for the study of historical problems. Typographically the volume is a model of what such a book should be. In marked contrast with the cramped appearance of the leaves of the American sourcebooks are its large-typed, well-spaced, and easily read pages. The usefulness and attractiveness of the work are further enhanced by some thirty well-chosen illustrations. Periods and events not usually stressed in American schools are well represented, e.g., the reign of William Rufus, the border warfare of the Scotch and English, and the French wars of the reign of Henry VIII. This, in addition to its fitness for enlivening supplemental reading, will give the book value to those already possessing copies of the American sourcebooks.

V. L. MINOR

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COMPOSITION

Handbook of Commercial English. By IVA L. LYERS WEBBER. Boston: The Palmer Co. Pp. iii+171.

This book undertakes to outline for commercial students a practical course in composition. It is suggestive and helpful for classes in technical high schools, but hardly suitable for students of college rank. The core of the book is "Correspondence."

Representative Essays in Modern Thought: A Basis for Composition. By H. R. STEEVES and F. H. RISTINE. New York: American Book Co. Pp. iii+533.

The authors belong to the comparatively new school of teachers who believe that *ideas*, not literary models and set exercises, should be the point of departure in teaching composition. The essays they have chosen are suitable for college students in the second semester of Freshman English. The selections, nineteen in all, are made from Arnold, Huxley, James, Mill, Morley, Tyndall, Hobhouse, and others.

Practical English Composition. By CAROLYN M. GERRICK and MARGARET CUNNINGHAM. Boston: D. C. Heath & Co. Pp. iii+428.
\$1.00.

The text is somewhat of an innovation in that it treats description as a form simpler than narration. Using these two forms as the "whole composi-